2023 Annual Conference on Advancing School Mental Health
Building Hopeful Futures for All Youth
Celebrating Over 25 Years of Advancing School Mental Health!

December 5-7, 2023
Marriott Downtown Hotel
New Orleans, Louisiana

Program Agenda

9 Specialty Tracks
Over 100 Sessions
Keynotes
Intensive Trainings
Symposia
Poster Sessions
Evening Reception
Networking Opportunities

For more information, visit
schoolmentalhealth.org/conferences
email us at ncsmh@som.umaryland.edu
call us at 410-706-0980

Hosted by the
National Center for School Mental Health
University of Maryland School of Medicine
CONFERENCE OBJECTIVES
For Sylvia – check objectives and track writeups

At the end of the conference, attendees will be able to:

1. Identify three strategies for effectively implementing a full continuum of integrated school mental health approaches to support students’ academic, behavioral, and social-emotional success.

2. List three evidence-based practices in school mental health.

3. Identify three action steps to meaningfully partner with youth and families in school mental health.

SPECIALTY TRACKS
1. School Climate and Universal Mental Health Promotion (Tier 1)
2. Prevention and Early Intervention (Tier 2)
3. Mental Health Intervention and Treatment (Tier 3)
4. Implementation Drivers
5. Education-Mental Health Integration and Collaboration
6. Youth and Family Partnerships in Mental Health
7. Cultural Responsiveness and Equity
8. Advocacy and Policy
9. Financing and Sustainability
1) **School Climate, Social Emotional Learning, and Mental Health Promotion (Tier 1)**
This track focuses on mental health promotion services and supports (Tier 1), social emotional learning, and school climate. These include mental health-related activities, such as the promotion of positive social, emotional, and behavioral skills and wellness that are designed to meet the needs of all students, regardless of whether or not they are at risk for mental health problems. These activities can be implemented school-wide, at the grade level, and/or at the classroom level. This track also focuses on policies and practices to promote positive school climate by fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community.

2) **Prevention and Early Intervention (Tier 2)**
This track focuses on selective services and supports (Tier 2) to prevent mental health and substance use concerns for groups of students who have been systematically identified through referral, needs assessments and/or school teaming processes as being at risk for a given concern or problem. When student needs are identified and supported early on, problems can be eliminated or reduced, and student success is promoted. Sometimes these are referred to as mental health prevention or secondary prevention services.

3) **Mental Health Intervention and Treatment (Tier 3)**
This track focuses on indicated and individualized services and supports (Tier 3) to address mental health and substance use concerns to meet the unique needs of each student who is displaying a particular concern and significant functional impairment. Sometimes these supports are referred to as mental health intervention, treatment, tertiary services, or intensive services.

4) **Implementation Science and Practice**
This track focuses on frameworks, strategies and methods that support successful implementation of evidence-based services and supports in schools, especially as they relate to a multi-tiered system of student mental health supports (MTSS). After the efficacy and effectiveness of an evidence-based service is determined, implementation frameworks, strategies and methods can be applied to support the adoption, installation, ongoing implementation and sustainment of practices in the “real world” of school mental health. Implementation efforts can focus on many levels of school mental health systems (i.e., state/district/school leadership, school staff and practitioners, students and families), including external factors (i.e., federal or local government policies, funding mandates, and school relationships with community partners) and internal factors (i.e., school/district operations, climate, and culture, staffing selection, training and coaching; policies) that influence implementation outcomes. Quality improvement and dissemination strategies are related and will be considered but should use a systematic theory or framework as well as articulate strategies or methods used.
5) **Education-Mental Health Integration and Collaboration**
This track focuses on the active exchange of ideas and collaborative engagement between school-employed and community-employed mental health providers, educators, and families. This track addresses how to develop and implement a culture of collaboration between mental health providers and educators to achieve shared outcomes for students and schools through research, policy, and practice. It includes content that equips and empowers educators in their roles as promoters of student mental health (e.g., educator training in mental health) and mental health staff to work effectively in schools.

6) **Youth and Family Partnerships in Mental Health**
This track focuses on youth- and family-centered principles with leadership from students and their family members. This track emphasizes a connection to meaningful youth and family partnership in all aspects (e.g., planning, development, implementation, evaluation, training) of comprehensive school mental health services and supports.

7) **Cultural Responsiveness and Equity**
This track focuses on practice, theory, and research specific to culturally-diverse youth in schools. Specific issues such as stigma, cultural adaptations of evidence-based practices, reducing health disparities and disproportionality, meaningful family partnership, and cultural competence are considered in this track.

8) **Advocacy and Policy**
This track focuses on the development and advancement of school mental health legislation and policy at the school, district, state, and federal levels, including practical strategies and examples of success.

9) **Financing and Sustainability**
This track focuses on the financial and non-financial dimensions of maintaining or supporting school mental health services and supports over time, in which operational structures and capacity are sound and can evolve and adapt to match the changing needs of students, families, schools, communities, and other systems in their context. This track considers funding, resources, and policies that promote sustainable school mental health.
CONFFERENCE AGENDA

**Monday, December 4 (Preconference)**
8:00a – 5:00p – Four preconference sessions – Invite Only

**Tuesday, December 5**
- 7:30a – 8:30a Registration
- 8:30a – 8:45a Welcome
- 8:45a – 9:45a Keynote: Dr. Nadia Ward
- 9:45a – 10:15a Awards
- 10:15a – 10:30a Break
- 10:30a – 11:30a Conference Session 1
- 11:30a – 11:45a Break
- 11:45a – 12:45p Conference Session 2
- 12:45p – 1:15p Box lunch
- 1:15p – 2:15p Conference Session 3
- 2:15p – 2:30p Break
- 2:30p – 3:30p Conference Session 4
- 3:30p – 3:45p Break
- 3:45p – 4:45p Conference Session 5
- 5:00p – 6:00p NCSMH Advisory Board Meeting – Invite Only

**Wednesday, December 6**
- 7:30a – 8:30a Registration
- 8:30a – 8:45a Welcome
- 8:45a – 9:45a Panel Presentation
- 9:45a – 10:00a Break
- 10:00a – 11:00a Conference Session 6
- 11:00a – 11:15a Break
- 11:15a – 12:45p Symposia
- 12:45p – 1:15p Box lunch
- 1:15p – 2:15p Conference Session 7
- 2:15p – 2:30p Break
- 2:30p – 3:30p Conference Session 8
- 3:30p – 3:45p Break
- 3:45p – 4:45p Conference Session 9
- 5:00p – 6:30p Poster Presentation & Networking Reception

**Thursday, December 7**
- 8:00a – 8:30a Registration & Coffee
- 9:00a – 12:00p Intensive Training Sessions
TUESDAY, DECEMBER 5

7:30a-8:30a  Registration - Exhibit displays are open all day!

7:30a-8:45a  Welcoming and Greetings
Sharon Hoover, PhD and Nancy Lever, PhD, Co-Directors, National Center for School Mental Health; University of Maryland School of Medicine, Baltimore, MD

8:45a-9:45a  Keynote Address

9:45a-10:15a  Awards

10:15a-10:30a  Break

Conference Session 1 | 10:30a- 11:30a

CS 1.01. Creating Partners in School Mental Health: Developing, Implementing, & Evaluating a Comprehensive Educator Training Program
Gerta Bardhoshi, PhD in Counseling, Ebonee Johnson, PhD Rehabilitation Psychology, Kari Vogelsang, PhD Special Education, Duhita Mahatmya, PhD Human Development and Family Studies, Ashley Banta, MA School Counseling, Tevin Middleton, MA School Counseling

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Utilizing principles and practices of community engaged research, presenters co-developed Project PEARLS (Prepare, Engage, Assess, Respond, Link, and Sustain). PEARLS is an evidence-informed mental health awareness curriculum, co-developed with K-12 stakeholders, centering the voices of Iowa youth. Participants will be provided with an overview of development, implementation, and evaluation process. Participants will also leave with skills for engagement and outreach to further this work.
CS 1.02. Leadership Guided by Trauma Informed Commitments
Aviva Kafka, MS SDA SBA

Track: School Climate and Universal Mental Health Promotion (Tier 1)

In this interactive session, participants will hear about how the presenter utilized the seven commitments in her leadership role over the past few years as a way to support staff and families during unprecedented chronic stress. They will have the opportunity to reflect on their own relationship with the commitments and work with another participant in making a plan to strengthen their skills.

CS 1.03. Grief and Loss: Impact and strategies for your classroom and school
Kate Tetuan Parent, LICSW

Track: School Climate and Universal Mental Health Promotion (Tier 1)

This presentation offers an opportunity to gain insight and understanding into the impact of grief and to the grieving process that can be difficult to navigate and support. Our time together will identify and explore some long-standing BIPOC practices that can be used in a school setting to build a foundation of safety and support in relation to grief and other hard spots that our students experience; looking at the role of community, validation and storytelling as strategies.

CS 1.04. Is School Mental Health Career for Me? Pilot of a School Mental Health Workforce Development Program with Latinx Youth
Ashley Mayworm, PhD, Reese Hyzer, BA, Pamela Fenning, PhD ABPP

Track: Youth and Family Partnerships

Learn about the development, implementation, and evaluation of a school mental health (SMH) workforce development program that exposes culturally and linguistically diverse youth to SMH careers (e.g., job descriptions; distinctions between careers; education requirements), while also increasing youths’ mental health literacy and community engagement. Presenters will discuss the 8-session curriculum and initial evaluation outcomes from a pilot cohort of 15 youths.

CS 1.05. Creating an Ethical and Equitable School Mental Health Collaborative
Katie Johnson, EdS, Kate Weisenbeck, MS

**Track:** Education-Mental Health Integration & Collaboration

Public schools are for all students. Too often, community-employed school mental health services are reserved for students who have families who are strong advocates and have the right insurance carrier. We will describe a model of ethical and equitable school mental health practice which integrates in a comprehensive school mental health framework. In our model, school-employed and community-employed practitioners collaborate to support all students through tiered levels of support.

**CS 1.06.** Facilitating Student Access to Pediatric Behavioral Health Urgent Care

Jenifer Urff, JD, Lina Stolyar, MPP

**Track:** Education-Mental Health Integration & Collaboration

Pediatric Behavioral Health Urgent Care is a multifaceted service providing timely assessment, intervention, stabilization, and treatment for emerging behavioral health conditions affecting children and adolescents. Under this model, clinicians rapidly assess and provide treatment or refer students to appropriate program options. This session will present the key components of this model and its use in a multi-year pilot program in Massachusetts.

**CS 1.07.** From Theory to Practice: Addressing the Realities of Implementing Early Interventions for Trauma in High-Stress Schools

Sybil Baker, AM LCSW, Saadia Elahi, PhD, Beth Cooney, MSW LCSW BACS, Nelsie Stern, MS LPC

**Track:** Implementation Science and Practice

In this presentation, experts in evidence-based early interventions for trauma in schools will unpack the current landscape and realities of implementing CBITS, Bounce Back, and STRONG in schools. This presentation will include data about the use of universal screening, description of training and implementation support for clinicians trained in the interventions, and data pertaining to the impact of clinicians' personal and professional stress on implementation of these interventions.

**CS 1.08.** Integrating Trauma-Informed Techniques and Protective Factor Strategies in Existing Teacher Evaluation Systems
Gwendolyn Murray, PhD, Toni Bankston, MSW

**Track:** Implementation Science and Practice

This interactive session will introduce participants to strategies to engage trauma-informed protective factors in the classroom and how these strategies align with evidence-based practices in classroom management within a research-based rubric to support effective teaching. Participants will walk away with an original rubric to integrate observable trauma-informed and culturally responsive techniques within key performance indicators of excellent teaching.

**CS 1.09.** Utilizing Shared Mental Health Ontologies to Facilitate Statewide Evidence-Supported Treatment Implementation in Schools

Daniel Wilkie, PhD, Caroline Acra, PhD

**Track:** Implementation Science and Practice

Hawai‘i’s education system recently enacted an electronic health record system that shares the same ontological framework of practice elements, treatment targets, and progress ratings with Hawai‘i’s state youth public mental health system. This presentation will discuss how sharing an ontology of mental health can facilitate evidence-based practice utilization, organizational collaboration, school-based mental health treatment research, and quality improvement initiatives.

**CS 1.10.** Positioning Racial/Ethnic Minoritized College Students as Culturally Affirming Mentors: Helping Marginalized K12 Youth Thrive

Janise Parker, Phd, Corinne Polk-Trauman, MEd, Amaiya Mauney, Jada Jones

**Track:** Prevention and Early Intervention (Tier 2)

This presentation underscores key considerations for cultivating racial/ethnic minoritized college students’ capacity to mentor K-12 racial/minoritized youth through social-emotional and behavioral health programming. Specifically, the presenters will demonstrate how school mental health providers can implement structured training and ongoing support for racial/ethnic minoritized university students who desire to serve as youth mentors.

**CS 1.11.** Comprehensive Social Emotional Behavioral Mental Health Screening: A State-wide Approach to Policy and Capacity
Mari Meador, MEd, Rayann Silva, MEd, Kelcey Schmitz, MSEd

**Track:** Prevention and Early Intervention (Tier 2)

This session will provide an overview of universal screening as part of a comprehensive school mental health system. Best practices, tool selection, and critical steps (with resources) for implementation including data analysis and connecting students to supports will be shared. Participants will hear a state-level approach to policy and capacity for installing universal screening with practical examples from district exemplars. Action planning tools and briefs will be provided.

**CS 1.12.** Making the Bipartisan Safer Communities Act Mental Health Provisions Work for Black and Brown Youth

Isha Weerasinghe, MSc, Deanie Anyangwe, MPH MCRP, Kayla Tawa, BA

**Track:** Cultural Responsiveness & Equity

The Bipartisan Safer Communities Act makes significant investments in youth mental health while simultaneously bolstering carceral systems that harm young people. This includes school-hardening measures that fuel the school-to-prison pipeline and leveraging new technologies and data-sharing techniques with school systems and social service agencies. This session will outline the law’s positive and harmful provisions, and provide implementation recommendations to support Black and brown students.

11:30a-11:45a  Break

**Conference Session 2 | 11:45a-12:45p**

**CS 2.01.** Meeting Schools Where They Are: A Social Emotional Learning Kernels Approach

Elizabeth Connors, PhD, Rachel Ouellette, PhD, Maegan Genovese, MS, Sophia Selino, BA, Michael Strambler, PhD

**Track:** School Climate and Universal Mental Health Promotion (Tier 1)

School-based social emotional learning (SEL) programs have robust empirical support. However, implementing entire SEL programs with fidelity takes financial and staffing resources that exceed the capacity and budget of many schools. Join us to learn about a flexible, lower-burden approach to select, adapt and implement a handful of SEL kernels based on local strengths and needs. Step-by-step guidance, free materials, and findings from seven Title I elementary schools in Florida will be shared.
CS 2.02. The Power of Supporting Positive Teacher-Student Relationships in Trauma-Informed Care.

Aleksandra Krupina, MEd, Kris Varjas, PsyD, Ravea Rodriguez, MEd, Carrie Lorig, EdS

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Qualitative study findings indicated that teachers perceive positive student-teacher relationships as a crucial tool of TIC. This presentation will discuss teacher-identified barriers and facilitators to the relationships-building process and describe how school mental health professionals can support teachers in building trauma-informed relationships with their students. Presenters will focus on equitable strategies that can be implemented at universal level of support.

CS 2.03. How Teachers Respond to Student Wellness Needs: The Role of Training, Competency, and Supports Sought in Schools

Elizabeth Levine Brown, PhD, Naomi Brown, MA, Linda Galib, MPH, Kate Phillippo, PhD, Ken Fujimoto, PhD, Beth Hosek, MS

Track: Education-Mental Health Integration & Collaboration

This presentation examines findings from a mixed method study on how teacher training, competency, in-school supports, and out-of-school supports contribute to teachers' wellness response practice. We discuss results from a national survey of PK-12 US teachers at the onset of the pandemic and share implications for policy and practice to strengthen teacher competency and interdisciplinary collaboration between teachers and wellness personnels critical to comprehensive student wellness work.

CS 2.04. Using Mental Health Team Relationships to Maximize Student Potential

Christine Baker, EdD, James Garner, MS, Abigale Terrana, MS, Kevin Bruyns, MS

Track: Education-Mental Health Integration & Collaboration

This session will explore role delineation for school-based mental health teams highlighting strengths and training of disciplines within our MTSS system. Various interventions and the resource mapping process utilized to build more evidence-based interventions within each of the 18 schools in our district will be explored. As the mental health needs have grown, we capitalize on the strengths of our mental health disciplines and leveraged strategic community partnerships to lessen existing gaps.
CS 2.05. School Behavioral Health Academy: A statewide initiative to strengthen the integration of school behavioral health into MTSS

Lori Parrish, MA, Taylor Davis, EdS, Samuel McQuillin, PhD, Mark Weist, PhD

Track: Education-Mental Health Integration & Collaboration

Never before has the health and wellbeing of our K-12 staff, students, and families been more important. The John H. Magill South Carolina School Behavioral Health Academy (SBHA) aims to support the social, emotional, and behavioral needs of students and significantly enhance mental health education for all district and school professionals to improve the learning outcomes for students. This session will highlight the overarching goals of SBHA and share specifics on the coaching model.

CS 2.06. Promoting Wellbeing for Students and Staff Through Collaboration Between Principals and Mental Health Providers

Jacqueline Zeller, PhD, Linda Anderson, MEd

Track: Education-Mental Health Integration & Collaboration

This session will describe the importance of collaboration between school principals and mental health professionals to support the wellbeing of students, staff, and school communities. The presentation will incorporate literature and research that describes the importance of principal-mental-health professional collaboration, the importance of creating a school climate of care to support the wellbeing of students and school staff, and strategies for supporting staff wellbeing.

CS 2.07. Addressing Clinician Bias to Promote Equitable Implementation of Evidence-Based Practice in School Mental Health

Freda Liu, PhD, Rosemary Reyes, BA, Yasmin Landa, BA, Roger Goosey, BS, Elizabeth Connors, PhD

Track: Cultural Responsiveness & Equity

Clinician implicit bias has long been identified as a contributor to youth health and mental healthcare inequities, but this work has rarely included school mental health clinicians (SMHC). This conference session will present preliminary findings from a pilot feasibility study of a Virtual Implicit Bias Reduction and Neutralization Training (VIBRANT) with SMHC, including VIBRANT’s effect on clinicians’ implicit bias and their implementation of an evidence-based practice measurement-based care.
CS 2.08. Technical Assistance for School-based Behavioral Health: A Statewide, Equity-focused Center

Melissa M Pearrow, PhD, Sara Whitcomb, PhD

Track: Implementation Science and Practice

The Behavioral health Integrated Resources for Children (BIRCh) Project, a collaboration between the University of Massachusetts Boston and Amherst, leads a School-based Behavioral Health Technical Assistance Center. The mission is to provide professional development and resources for schools and strengthen coordination of behavioral health supports provided by school- and community-based agencies through an Interconnected Systems Framework. The presentation shares the 5-year implementation plan.

CS 2.09. Beyond Disruption: Supporting Students with Internalizing Needs

Allison Bruhn, PhD, Gerta Bardhoshi, PhD

Track: Prevention and Early Intervention (Tier 2)

This presentation moves beyond typical Tier 2 interventions for disruptive behavior by addressing the growing need for effective targeted support for students with or at risk of significant internalizing issues. Attendees will learn about Tier 2 assessment (e.g., screening tools) and intervention techniques (e.g., cognitive-behavioral strategies) uniquely tailored for internalizing needs.

CS 2.10. Supporting Newcomer Students Through Tier 2 Interventions in Schools

Bianca Ramos, LCSW, Rebecca Ford-Paz, PhD, Vanja Pejic, PhD, Jeff Winer, PhD, Dorys Lemus

Track: Prevention and Early Intervention (Tier 2)

Presenters will describe two evidence-informed and culturally responsive models for school-based group-service delivery for refugee/immigrant youth (TST-R and STRONG). Will explore areas of convergence and difference, as well as associated dissemination/implementation strategies. Actionable steps for further integration with other NCTSN programs will be explored.

CS 2.11. Disrupting the School-to-Prison Pipeline: A Roadmap for Equity-Focused Discipline Reform

Linda Webb, PhD, Layla Fry, MSCJ, Matthew Smith, LPCS

Track: Cultural Responsiveness & Equity

This workshop explores how to use Sequential Intercept Model (SIM) mapping to disrupt the school-to-prison pipeline and foster a culture of equity. Participants will learn how
the Meadows Mental Health Policy Institute leveraged SIM mapping to identify opportunities to reduce the use of exclusionary discipline in communities across Texas. Participants will take home tools to replicate the process in their own communities.

**CS 2.12. LGBTQ Youth Mental Health: Affirming Classrooms and Inclusive School Policies**

Gabrielle Doyle, MA

**Track:** Cultural Responsiveness & Equity

Through this workshop, participants will gain insight into the status of LGBTQ young people’s mental health nationwide, and the unique barriers they face in accessing LGBTQ-affirming spaces. In addition, the audience will learn about essential steps they can take to cultivate safe environments for LGBTQ young people, and needed policies to create systemic change in their schools and districts.

**12:45p- 1:15p  Lunch and Exhibits**

*Pick up your boxed lunch and attend one of the topical group or conference sessions*

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**Conference Session 3 | 1:15p- 2:15p**

**CS 3.01. K-12 Universal Mental Health Screening: A Learning Collaborative Model to Expand Implementation Across Massachusetts**

John Crocker, Med, Christine Conceison, MSW LICSW

**Track:** School Climate and Universal Mental Health Promotion (Tier 1)

Presenters will provide a review of a learning collaborative that promoted the implementation and replication of universal mental health screening in Massachusetts. An overview of two school districts, one with a 10-year implementation timeline and one with a 2-year implementation timeline, will be reviewed. Each district will share how screening was piloted, tested, and scaled-up. Practical strategies and utilization of data to promote systematic change will be offered to attendees.

**CS 3.02. The Impact of Resilience in School Environments (RISE): Supporting School Teacher and Staff Wellbeing**

Mariah Lafleur, MPH, Dana Cunningham, PhD, Karah Palmer, MEd

**Track:** School Climate and Universal Mental Health Promotion (Tier 1)
Kaiser Permanente supports educators and staff through Resilience in School Environments (RISE). RISE is the only national initiative available online at no cost to all schools in the nation that provides tools and strategies to support educator and staff mental wellbeing. Through these customizable resources, RISE builds supportive school environments for educators and staff enabling positive student relationships. Evaluation of schools that participated in RISE during the COVID-19 pandemic.

**CS 3.03. Transforming School Communities through the Compassionate School Leadership Academy**

Martha Staeheli, PhD, Christine Mason, PhD

**Track:** School Climate and Universal Mental Health Promotion (Tier 1)

In this session, participants will learn about the evidence base for the CSLA and the S-CCATE to assess school culture and preparation for a nationwide Randomized Controlled Trial beginning in Fall 2023. We will present the results of a cultural adaptation of the S-CCATE to evaluate and monitor elements of equity, cultural responsiveness, and antiracist school practices, as well as the results of a Feasibility Study with ten middle schools across the country.

**CS 3.04. How Assessing Educators' School Mental Health Competency and Support Inform Student Wellness**

Naomi Brown, MA, Elizabeth Levine Brown, PhD, Duhita Mahatmya, PhD, Christy Galletta Horner, PhD, Heather Walter, EdD, Megan Sharkey, MS

**Track:** Education-Mental Health Integration & Collaboration

This presentation highlights research from a mixed methods study that examines how PK-12, novice teachers’ learning experiences inform their mental health competency. Presenters will share key factors related to teachers’ mental health competency and the development of an assessment tool used to evaluate how teacher mental health competencies are integrated into pre-service and in-service professional learning programs. Implications for research, practice and policy will be highlighted.

**CS 3.05. Reduce Chronic Absenteeism through an Innovative School-Based Wraparound Model**

Jason Keppe, MA Counseling Psychology, Sahara Evans, MPA

**Track:** Education-Mental Health Integration & Collaboration
As schools work to support the Whole Student, we also need to keep evolving our practices to better support the Whole Family. Participants in this workshop will learn how to apply principles and tools from a school-based family-focused wraparound model that aims to improve student attendance, build family engagement, and lead to sustainable progress. Participants will learn adaptive ways in which schools and networks can utilize this model either with dedicated family partners or existing staff.

**CS 3.06. Building the Workforce for School Mental Health: Washington State's Workforce for Student Well-Being Initiative**

Eric Bruns, PhD, Jennifer STuber, PhD

**Track:** Financing and Sustainability

Washington's “Workforce for Student Well-Being” (WSW) Initiative uses conditional scholarships and training and professional development to increase the number, skills, and diversity of school behavioral health practitioners. This presentation will describe the goals, funding strategies, collaboration, details on conditional scholarships to trainees, professional development activities, and use of data, with a goal of inspiring and informing other workforce efforts across the U.S.

**CS 3.07. Improving MTSS Systems of Care for Student Mental Health Includes School Nurses**

Nichole Bobo, MSN RN, Denise Herrmann, DNP MS BA

**Track:** Implementation Science and Practice

Engaging the full repertoire of health professionals on the school-based mental health team is critical. Integrating school nurses into the team can enhance efforts to equitably address student's mental health, contribute to the home-community-school continuum, and reduce the overburdened mental health system. We will demonstrate the alignment of The NASN Framework™ and MTSS which can strengthen school mental health teams to meet the needs of students at the national, state, and local level.

**CS 3.08. The Minnesota Model of School-based Legal Diversion for Students with Mental and/or Chemical Health Disorders**

Charlene Myklebust, PsyD

**Track:** Implementation Science and Practice

The Minnesota School-based Youth Diversion Model diverts potential arrests in schools for behaviors such as disrespect, disorderly conduct, and disruptive behavior. Due to the disproportionate impact on students of color, LGBTQ students, and students with special education needs, a triage model was created. Pilot site teams make decisions about diversion to Restorative Practices, and mental and chemical health support. Robust staff development is a key part of the grant-funded initiative.
**CS 3.09. Resilience Education Program: A Tier 2 Internalizing Intervention for Elementary Youth**

Katie Eklund, PhD, Maddie Wadington, PhD, Ellen Anderson, EdS, Stephen Kilgus, PhD, Andy Garbacz, PhD

**Track:** Prevention and Early Intervention (Tier 2)

Participants will learn about the Resilience Education Program (REP), a brief Tier 2 intervention for students with early signs of internalizing behaviors. Participants will gain access to intervention materials that focus on skill instruction around coping and problem-solving skills, parent skills instruction, and reinforcement of these skills in school and at home. Participants will receive guidance on making cultural adaptations to REP lessons and procedures.

**CS 3.10. Tier 2 Teaming: Improving the Efficiency and Effectiveness of Targeted Interventions**

Sara Teeter, MSW, Katie Pohlman, MSW

**Track:** Prevention and Early Intervention (Tier 2)

Ineffective targeted interventions? This session will assess current systems for monitoring intervention integrity. In addition, tools to assist in establishing structures for problem solving conversations to improve implementation of tier 2 interventions will be offered.

**CS 3.11. Evaluation of Trauma-Informed, Culturally Responsive Training for SBMH trainees, practitioners, and supervisors**

Melanie Sonsteng-Person, PhD, Joni Splett, PhD, Robretta Campbell, EdS

**Track:** Cultural Responsiveness & Equity

Historically minoritized students often cope with experiences of interpersonal and structural trauma and racism which is not typically assessed nor treated either through counseling or referral. However, SBMH providers are not taught how to implement culturally responsive and trauma-informed care, making it unclear how to best train providers. In response, this study evaluates the curriculum for culturally responsive and trauma-informed training for trainees, practitioners, and supervisors.

**CS 3.12. Leading with Equity: Engaging a Transformativist Methodology to Develop a Comprehensive and Contextual School-Based Screener**

Jessica Koslouski, PhD, Sandra Chafouleas, PhD

**Track:** Cultural Responsiveness & Equity
We illustrate our use of transformative methodology to promote equity by engaging key groups from the outset of measure development. Funded by IES, we aim to create a school-based screener that is comprehensive (spanning multiple domains) and contextual (assessing assets and barriers). We share 3 phases of data collection and measure iteration based on feedback from our interdisciplinary advisory board, school-based advisory board, and interviews with school personnel and family caregivers.

2:15p-2:30p Break

Conference Session 4 | 2:30p-3:30p

CS 4.01. The 10 elements of hip-hop as psychoeducational tools for social emotional learning and mental health promotion

Paul Archibald, DrPH LCSWC MAC

Track: School Climate and Universal Mental Health Promotion (Tier 1)

As we are celebrating the 50th Anniversary of Hip-Hop, this presentation will demonstrate how schools can use the ten elements of hip-hop to promote six competencies of SEL that enhances mental health: 1) self-awareness, 2) self-management, 3) self-efficacy, 4) social awareness, 5) social management, and 6) social engagement. The hip-hop skills taught can help address students’ abilities to manage personal emotions and behavior and abilities to build productive relationships with others.

CS 4.02. All We Need Is Love: Analyzing the Effects of Non-Traditional, Systematic Educational Practices at Crossroads Academy HS

Hector Lopez, EdD, Miranda Dvorak, MEd

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Recently disrupted by the unimaginable tragedy of a mass school shooting, Crossroads Academy Alternative High School in Uvalde, Texas explores every available resource to shatter the bounds of traditional educational models, while serving student and teacher needs in our rural community. An alternative school of choice, we are scratching the surface of what is possible in adolescent social emotional learning in a 100% at-risk population, and we seek to share and grow our impact.

CS 4.03. Exploding Myths, Examining the Data of Meaningful & Intentional Family Engagement in Schools: Hearing From the Families!

Lynda Gargan, PhD, Gail Cormier, MS
Track: Youth and Family Partnerships

The data tells us that kids do better when families are engaged and connected in their community schools (2022). But too often the most vulnerable families are the least engaged. The session will include a multi-didactic approach designed with the voice of diverse families with lived experience, lessons learned in the field, researched-based strategies to engage families, an interactive discussion, and sharing of ideas and practices.

CS 4.04. Communicating About School Mental Health: A Toolkit for Connecting with School Staff

Janet Cummings, PhD, Christina Borbely, PhD, Sarah Trello, MPH

Track: Education-Mental Health Integration & Collaboration

What does school mental health have to do with my job? Why am I the only one supporting this student? Answers to common questions faced by school mental health professionals can get lost in translation. This session is for those communicating about school mental health with audiences who do not have a mental health background, and it describes a research-based toolkit designed to communicate with teachers, staff, and other adult allies about their role in supporting school mental health.

CS 4.05. The Landscape of Well-being and Belonging in Colorado's Interconnected Systems Framework

Morgan Seiler, MEd EdS, Andrea Pulskamp, MPA, Monica Fitzgerald, PhD, Essie Hengeveld, MEd, Jessica Gorrono, MSW

Track: Education-Mental Health Integration & Collaboration

The Colorado Department of Education (CDE) launched the Landscape project to promote a "whole human" approach that integrates academics, behavior, and social and emotional skills. The web-based one-stop-shop identifies five features of well-being and belonging, with "Essentials of Practice," guiding questions, examples of successful implementation, and curated resources. The process of collaboratively creating this product will also be shared.

CS 4.06. Developing a Systemwide Student Substance Use Prevention & Intervention Program: Glows, Grows, & Need-to-Knows

Deborah Somerville, MPH, Janice Mace, MSW

Track: Advocacy and Policy
Participants will learn about the systemwide substance use prevention and intervention model Baltimore County Public Schools (BCPS) developed to provide two key supports: (1) evidence-based screening and intervention tool (SBIRT) used by school staff, and (2) specialized school-based behavioral health services provided by external community partners. BCPS will share successes, challenges, and solutions, as well as a systemwide planning resource with key implementation considerations.

CS 4.07. What makes it work? Implementation strategies, barriers, and facilitators for the HEARTS Professional Learning Institute

Stephanie Guinosso, PhD MPH, Joyce Dorado, PhD, Martha Merchant, PsyD, Nyasha Evans, MEd, Rani Marcos, MA

Track: Implementation Science and Practice

HEARTS is a whole-school prevention and intervention framework that aims to address trauma and chronic stress in schools. From 2021-2023, HEARTS launched a virtual Professional Learning Institute to guide schools toward becoming trauma-informed, safe, supportive, and equitable learning and teaching environments. This presentation describes the overall lessons learned from the institute, including the systems change process, implementation strategies, and barriers and facilitators to success.

CS 4.08. Evidence based school animal therapy interventions for general well-being, processing shared loss and post trauma recovery

Linda Porter-Wenzlaff, PhD, Melissa Allen-Jones, MA, Barbara Chase, MS

Track: Implementation Science and Practice

Evidence supported benefits of animal therapy based interventions across mental health tiers will be discussed with a focus on enhanced general mental health, the incorporation of animal therapy teams during episodic critical incidents and during the recovery phase after a school shooting or other trauma. Collaborative program development with area therapy organizations will be outlined, including training and standards. Lessons learned from three perspectives in Uvalde, Texas will be shared.

CS 4.09. Providing hopeful futures for students after suicide in the school community

Lawrence Berkowitz, EdD, Meghan Diamon, LCSW

Track: Implementation Science and Practice

As youth suicide rates increase it is more likely than ever that your students will be affected by the death of a peer, increasing their risk of depression, anxiety, PTSD, and even suicide themselves. This session will provide best practices and practical strategies for responding to suicide postvention dilemmas and providing support at all tiers, based
on research in the suicide prevention field, and recommendations from young adults looking back on high school’s postvention response.

**CS 4.10. Building a Bridge: A Hospital-School-Community Collaboration in Crisis Care**

Sam Faulkner, PhD Health Psychology Pediatric School concentration, Julie Petrin, MS Ed, Erin Demcher, MS Applied Behavior Analysis, Brittnay Ketchum, LSW MHA, Elizabeth Seasock, MD, Courtney Foster, PhD Health Psychology Pediatric School concentration MA School Psychology

**Track: Mental Health Intervention and Treatment (Tier 3)**

The presentation introduces a novel approach to tier 3 supports for psychiatric crises (e.g., suicidal thoughts/behaviors) utilizing an Interconnected Systems Framework. The Pediatric Bridge Clinic is a rapid-access-to-care model combining crisis services and intensive care management to serve as a buffer to and step down from emergency departments. Clinical, operational, and financial outcomes, implementation barriers, and future directions across school, community, and hospital are discussed.

**CS 4.11. Strategies for Discussing Race, Racial Discrimination, & Racial Trauma with Youth**

Dana Cunningham, PhD, Nicole Cammack, PhD, Danielle Busby, PhD

**Track: Cultural Responsiveness & Equity**

Specific strategies that can be utilized when navigating discussions about race, racism, discrimination, and racial stress and trauma with youth will be shared. Participants will also learn about important factors to consider prior to discussing race and race-related experiences with youth. Through discussion and interactive facilitation, participants will have an opportunity to identify ways they can help youth feel empowered, supported, and discuss race-related events.

**CS 4.12. Policy Lessons Learned in Implementing and Evaluating California’s Historic Mental Health Student Services Act**

Kai LeMasson, PhD, Latonya Harris, PhD, Tom Orrock, PhD

**Track: Advocacy and Policy**

California’s Mental Health Student Services Act (MHSSA) is a historic investment in school mental health with a vision of establishing schools as centers of wellness through grants with local education and mental health partners. We will address the heterogeneity of local grant activities, partnership development, implementation barriers/facilitators, technical assistance planning, and the complexity of evaluation to inform State and local policy making and planning
3:30p-3:45p Break

Conference Session 5 | 3:45p- 4:45p

CS 5.01. Resilience in Schools and Educators: Shifting Skills to Support Youth
Monica Fitzgerald, PhD, Marcela Torres Pauletic, PhD, Natalie Blunt, BA

Track: School Climate and Universal Mental Health Promotion (Tier 1)

The Resilience in Schools and Educators program is a whole-school, trauma-informed and culturally responsive prevention program focused on building educator skills to support educator well-being and the mental health of all students through healthy school climates. Many school prevention programs struggle to assess behavioral skill change in educators receiving a prevention program. We describe an innovative observational approach to measuring educator skills and present program findings.

CS 5.02. Integrating culturally responsive practices to transform schools through social-emotional learning
Judith Rhodes, PhD, Gwen Murray, PhD, Laura Ainsworth, PhD

Track: School Climate and Universal Mental Health Promotion (Tier 1)

This interactive presentation provides an overview of a 30-hour professional development series on Social-Emotional Learning and Academic (SELA) Integration for district and school leaders in Louisiana. Louisiana SELA equipped school leadership to analyze and integrate SEL within the whole school environment as a proactive, sustainable, data-driven approach to building equitable and engaging schools.

CS 5.03. Promoting Family-Centered Support to Support Children's Mental Health
Andy Garbacz, PhD

Track: Youth and Family Partnerships

This presentation will provide research-based recommendations for embedding family-school partnerships within a multi-tiered system of support framework in schools to improve equity in school mental health systems. Findings will describe strategies to promote family engagement, as well as benefits for families and children. Implications will detail strategies to align and integrate family-school partnership practices within school systems.
CS 5.04. The GA School-based Behavioral Health Collaborative - Optimizing Partnerships, Leveraging Resources for more Effective, Dimple Desai, MSW, Terah Kalk, MPH, Becky Hudock, JD, Caren Cloud, JD

Track: Education-Mental Health Integration & Collaboration

The GA School-based Behavioral Health (SBBH) Collaborative (Carter Center, GA Appleseed, Voices for GA's Children) is developing a state-wide strategy for comprehensive school mental health (SMH). This symposium will review the identification of community-driven priorities, assembling stakeholders to develop/sustain SBBH locally, sharing resources about the implementation of MTSS including the introduction of a SMH campaign, and examining how data can inform planning.

CS 5.05. Building a sustainable and comprehensive mental health program in a rural state.

Christine Litzinger, MA Counseling, Catherine Gillach, MA Education, Therese Hugg, MA Counseling, Pamela Elmquist, MA Counseling

Track: Education-Mental Health Integration & Collaboration

This presentation will explore the successes and challenges of building comprehensive mental health programming in a rural state. Areas of exploration will include the development of community partnerships and funding sustainability through grant writing and Medicaid billing. It will also discuss integrating mental health services and well-being screening into an MTSS district framework.

CS 5.06. Creating a School-Based Mental Health Program using Multiple Funding Sources - Year 5 Reflections

Kami Wagner, MEd, Consuela Robinson, , Cynthia Schumeyer, PhD Licensed Psychologist

Track: Financing and Sustainability

This presentation will describe strategies for enhancing school-based mental health services. Through receiving a description of a suburban school district's five-year journey in implementing and sustaining a school-based mental health program amidst numerous challenges, including COVID-19, attendees will be able to identify resources, potential

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partnerships, and strategies for identifying and enhancing funding sources to support students' needs.

**CS 5.07. Advancing Culturally Responsive Trauma-Informed School Mental Health Systems through a 2-Year National Learning Collaborative**

Jerica Knox, PhD, Tali Raviv, PhD

**Track:** Implementation Science and Practice

The National Center for Safe Supportive Schools implemented a 2-year learning collaborative with 15 school districts across the United States to advance culturally responsive, trauma-informed school mental health systems. This panel presentation features participants from the collaborative who will discuss challenges and solutions to promoting culturally responsive, trauma-informed school mental health systems as well as best practices on effectively engaging in a learning collaborative.

**CS 5.08. Supporting Anxious Students: The Evolution and Impact of a Professional Learning Community for Implementing CBT in Schools**

Catherine Huang, LCSW, Tali Raviv, PhD, Osbeyda Navarrete, LSW, Anna Marie Hernandez, LPC, Naomi Peterson, LPC, Carrie Shonk, LCSW

**Track:** Mental Health Intervention and Treatment (Tier 3)

This session focuses on the development and evaluation of a training series designed to support school-based mental health professionals and educators in the use of evidence-based strategies with students suffering from anxiety. The session will include discussion from training facilitators about the core curriculum and implementation approach, evaluation data, and firsthand experiences shared by social workers and counselors who participated in the SY23 Professional Learning Community.

**CS 5.09. Respond with CARE (Child-Adult Relationship Enhancement) after Disasters: Reducing Risk and Promoting Resilience**

Jami Furr, PhD, Robin Gurwitch, PhD, Bridget Poznanski, PhD

**Track:** Prevention and Early Intervention (Tier 2)

Respond with CARE (Child-Adult Relationship Enhancement) is a trauma-informed, field-initiated modification of evidence-based, positive parenting treatments for any adult that interacts with any student to strengthen connections after disasters/violent events. Participants will learn skills to enhance relationships with their students, promote
healthier return to the learning environment, and reduce mild to moderate child behavior challenges that may present after disasters/violence events.

CS 5.10. Rainbows for All Children: A grief and loss intervention for students and using progress monitoring to assess effectiveness

Andrea Roberts, PhD, Stephanie Garrity, BA

Track: Prevention and Early Intervention (Tier 2)

The experience of grief and loss in youth is common and can have long term negative outcomes. For 40 years, Rainbows for All Children has provided group interventions to youth ages 3-25 as they navigate grief and heal from loss. This presentation will describe the Rainbows intervention and the effectiveness of the program in schools. Presenters will discuss the importance of progress monitoring and outline best practices for examining the effectiveness of interventions disseminated in schools.

CS 5.11. Empowering Educators: A Train the Trainer Approach on School Mental Health Literacy

Joseph Graham, MEd, Erika Franta, PhD, Kaitlyn Young, PhD, Amber Hartsock, MA

Track: Cultural Responsiveness & Equity

Educators are commonly the first staff to refer students for mental health concerns, making Mental Health Literacy (MHL) a crucial component for positive student outcomes. Self-efficacy is linked to the quality and rate that teachers provide social, emotional, and behavioral supports to students. Classroom WISE, a free training for educators, builds evidence-based skills to support students experiencing a range of concerns. Upon completion, participants showed increases in self-efficacy in MHL.

CS 5.12. The Emerging Role of the School Mental Health Professional: Threat Assessment

Kerry Doyle, DSW, Lisa Wobbe-Veit, MSW, Marleen Wong, PhD

Track: Prevention and Early Intervention (Tier 2)

Safety in school communities has been eroded by mass violence. School mental health professionals ability to intervene on multiple levels including direct practice and systems wide interventions makes them uniquely qualified to assist with the development of a trauma responsive school community that allows for both early identification of threats as well as crisis response to trauma. This session will outline the emerging need for school mental health professionals to take a leadership role in their schools.
WEDNESDAY, DECEMBER 6

7:30a-8:30a  Registration - Exhibit displays are open all day!

8:30a-8:45a  Welcoming and Greetings
Sharon Hoover, PhD and Nancy Lever, PhD, Co-Directors, National Center for School Mental Health; University of Maryland School of Medicine, Baltimore, MD

8:45a-9:45a  Panel Presentation

9:45a-10:00a  Break

Conference Session 6 | 10:00a- 11:00a

CS 6.01. Shifting Mindsets to Shift Practice: Moving from Traditional to Transformative
Kathleen Guarino, MA LMHC, Kelly Wells, MPA

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Adopting schoolwide approaches such as SEL, trauma-sensitivity, and mental health promotion, requires common shifts in mindset for school staff and community partners. This interactive session will explore the paradigm shifts needed to transition from a traditional to a transformative culture within which schoolwide efforts can thrive. Participants will reflect on and identify barriers to and facilitators of mindset shifts and how to integrate mindsets into school wide implementation efforts.

CS 6.02. Going Upstream with What Schools Do Best: Addressing the Youth Mental Health Crisis with PK-12 Mental Health Literacy
Anne Slease, MEd, Donna Volpitta, EdD, Jason Schofield

Track: School Climate and Universal Mental Health Promotion (Tier 1)

It is time for school mental health to go upstream. With PK-12 mental health literacy, students will recognize and respond to their mental health as part of overall health;
identify and challenge stigma; and confidently seek or offer help. In this presentation, we share our vision and framework for a Mental Health Literacy Collaborative, including our Community of Practice supporting state implementation, and our plans to develop national MHL standards. Join us on this upstream journey.

**CS 6.03.** Students inspiring action and creating change through mental health advocacy: an exploration of pluralistic youth engagement

Sabrina Khan, Masters in Public Health, Michelle Cianfrone, Masters in Public Health, Mari del Casal, Masters in Public Health

**Track:** Youth and Family Partnerships

The Balancing Our Minds Youth Advocacy Toolkit was co-created for youth, by youth to inspire students and equip them with resources to advocate for positive mental health in their school or local community. The toolkit empowers students to inspire action and create change in big ways and small ways. The creation of the toolkit involved youth engagement from the outset through pluralistic control, and involved 15 diverse youth from across British Columbia, Canada.

**CS 6.04.** Bounce Back for Classrooms: A Classroom-based Trauma Intervention

Amy Foster Wolferman, MEd, Debra Hallow, LCPC LMFT, Jennifer Cox, MSW LCSWC, Ebonee Dixon, MSW LCSWC, Eliya Bernstein, LMSW, Nancy Lever, PhD

**Track:** Education-Mental Health Integration & Collaboration

This session will introduce Bounce Back for Classrooms (BBC), an adaptation of Bounce Back (Langley & Jaycox, 2015), developed by the National Native Children's Trauma Center (NNCTC). BBC is a 12-session SEL curriculum based on CBT components. Program developers, pilot project leaders, and front-line clinicians will teach about the program, present an urban-based case study, and share experiences regarding program implementation, cultural adaptations, relevance, and impact.

**CS 6.05.** Summertime! – Building a collaborative and engaging strategy to continue school based mental health work during summer break.

Kamilah Twymon, Master of Science in Education and Community Counseling and Masters in Business Administration, Andrea Weisberger, Doctor of Philosophy in Counseling Master of Arts in Counselor Education, Sarnell Breedlove, Master's in social work

**Track:** Education-Mental Health Integration & Collaboration

Many students experience a loss of academic and social and emotional learning skills during the summer. There are also significant barriers to extending SBMH programs during the summer. This session will share an innovative approach to providing SBMH services in the summer. Partnership collaboration and student and family engagement
are crucial for successful summer programming. Participants will explore how to generalize these strategies and implement in their communities and partnerships.

**CS 6.06. The Road to Success with MTSS, We Have Services, Now What?**

NC Project AWARE’s Approach to Tiered Behavioral Health Services

Heidi Austin, EdD, Laura Muse, LCMHC, Jeannie Kerr, MSW, Tineta McMillian, MSA, Meagan Crews, LCSW, Andrea Rouse, MS

**Track: Implementation Science and Practice**

The session will highlight NC Project AWARE/ACTIVATE’s innovative service delivery to bring high quality and evidence-based mental health promotion, prevention, and intervention to students and families as part of a multi-tiered system of supports (MTSS). Session will cover the need for oversight of MTSS for Behavioral Health support, Coaching and Professional Development of EBP, and how Behavioral Health services within a MTSS serve as a level for Educational Equity.

**CS 6.07. State-Wide Efforts to Strengthen Districts’ MTSS Approaches: The Case of Massachusetts**

Shai Fuxman, EdD, Lindsey Minder, MS

**Track: Implementation Science and Practice**

For the past five years, the Massachusetts MTSS SEL and Mental Health Academy has provided intensive trainings and coaching to support school districts implement and sustain evidence-based, data-driven and culturally responsive MTSS approaches to SEL and mental health. This interactive session will present the Academy as a model for how states can support school districts to promote students’ social-emotional growth and address their mental health needs.

**CS 6.08. Cataloging and Evaluating Existing Mental Health Supports: A Community-Engaged Research Project**

Jodie Soracco, PhD, David Naff, PhD, Jennifer Murphy, PhD, Shenita Wiilliams, PhD

**Track: Implementation Science and Practice**

This presentation will focus on a survey of school-based mental health programs and interventions conducted by a research-practice partnership between a university and six school districts in a metropolitan area. It will describe the characteristics of programs in the region and the students that they intend to serve. Participants will reflect on the findings while considering the implications for how schools approach mental health support and who is ultimately responsible for providing it.
CS 6.09. Suicide Prevention with Non-Binary Autistic and Non-Autistic Youth: A Virtual-Human Based Gatekeeper Training for Schools

Deinera Exner-Cortens, PhD MPH

Track: Prevention and Early Intervention (Tier 2)

Suicide is a leading cause of death for children and youth in the United States and Canada, disproportionately impacting those who are systemically marginalized. However, the majority of suicide prevention tools were not designed with or for youth with marginalized and/or intersecting identities. We present a new Tier 2 virtual human-based gatekeeper training for schools, called VIRTUE. VIRTUE focuses on identifying and responding to suicide risk among non-binary autistic and non-autistic youth.

CS 6.10. Bryt Tier 3 Intervention: Transforming How Schools Support Students with Serious Mental Health Disruptions

Katherine Houle, MSW, Courtney Tucker, PhD MSW MS, Paul Hyry-Dermith, MA EdD

Track: Mental Health Intervention and Treatment (Tier 3)

bryt transforms the way schools support students experiencing a significant mental health disruption (and their families). As of May 2023, more than 250 schools operate a bryt Tier 3 intervention, with many more in planning. This session will include an overview of bryt and a deep dive into bryt’s approaches to planning, technical support for implementation and continuous improvement, and professional development for bryt model staff.

CS 6.11 TBD

CS 6.12. Building on the Power of Peer-to-Peer Support to Enhance Student Well-Being

Amy Blackshaw, MSW, Amy Ranger, MPH, California School-Based Health Alliance

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Youth peer-to-peer support can be an immense and untapped resource in schools. This presentation will showcase how school communities are creating and sustaining promising peer-to-peer mental health support programs that offer youth-centered prevention and early intervention strategies to address student health and well-being. Learn about principles of effective and meaningful peer programs that build youth leadership, self-esteem and agency while ensuring safety and quality.
SYM 01. Behavioral Threat Assessment in Schools: Considerations and Outcome Measurement
Ricardo Canelo, MPH, Rakima Parson, MS, Maryam Abdel Magid, BS, Jessica Gonzalez, MSW, Samantha Reaves, PhD, Heather Gotham, PhD
Chair: Jessica Gonzalez, MSW
Discussant: Heather Gotham, PhD

Track: Prevention and Early Intervention (Tier 2)
Behavioral threat assessment was developed to prevent targeted attacks, such as school shootings. However, there are concerns about the use of threat assessment in schools, including as it relates to student mental health. This symposium details results of a key informant roundtable, scoping review, and white paper that examine considerations for behavioral threat assessment, research outcomes, and recommendations for the future of behavioral threat assessment in schools.

SYM 02. Examining the Usability and Preliminary Efficacy of the Helping Educational Leadership Mobilize Evidence (HELM) Strategy
Catherine Corbin, PhD, Vaughan Collins, MSW, Roger Goosey, BS
Chair: Catherine Corbin, PhD
Discussant: Aaron Lyon, PhD

Track: Implementation Science and Practice
Leadership and Organizational Change for Implementation (LOCI) is an organizational implementation strategy that improves leaders’ implementation leadership to increase the adoption and high-fidelity use of evidence-based practice (EBP). Helping Educational Leadership Mobilize Evidence (HELM) is an adaptation of LOCI for use in schools. This symposium presents the usability testing and preliminary efficacy of HELM to (a) improve Tier 1 EBP fidelity in schools and (b) reduce educator burnout.

SYM 03. Guidance for Adoption and Implementation of Universal Mental Health Screening in Schools from Research and Practice
Joni Splett, PhD, Jessica Kidd, BS, Katrina Taylor, MA, Michele Johnson, MA, Kira Alqueza, BA, Reilly Lord, BS
Chair: Joni Splett, PhD
Discussant: Kelly Perales, MSQ

Track: Implementation Science and Practice
Universal mental health screening is widely recommended, yet adoption rates are low and significant barriers to adoption and implementation remain. We will share research and practice-based guidance for overcoming these barriers to make screening work. The first presentation will share research examining adoption and implementation
determinants that then inform implementation support strategies described in the second presentation – a case study from one urban district screening since 2018.

**SYM 04. Harnessing the Power of Partnerships to Expand the School Mental Health Workforce through Pre- and In-service Training**
Presenter(s): Erika Franta, PhD, Kaitlyn Young, PhD, Mindy Chadwell, PhD, Jen Pollock, EdS, Taira Masek, LCSW MPA, Meaghan Delaney, MS
Chair: Erika Franta, PhD
Discussant: Nancy Lever, PhD

**Track:** Education-Mental Health Integration & Collaboration

98% of Nebraska counties are recognized behavioral health workforce shortage areas (HRSA, 2022). There is a demonstrated need to expand the school-based mental health workforce in delivering comprehensive, effective, and efficient school mental health systems. This symposium will highlight three exemplars of pre- and in-service training in Nebraska and share how they adapted, implemented and provided training in this framework. Presenters will discuss innovative solutions to address barriers.

**SYM 05. Lessons in Intensive School-Based Care Coordination Implementation, Student Outcomes Management, and Equity Considerations**
Presenter(s): Eric Bruns, PhD, Katherine Soon, BA, Olivia Linkous, BS, Yi Fu
Chair: Eric Bruns, PhD
Discussant: Katherine Soon, BA

**Track:** Mental Health Intervention and Treatment (Tier 3)
Program Description As a part of a federally funded project to develop an intervention for Tier 3 supports in schools, researchers adapted a community-based Wraparound programming and strategies to the school setting. A pilot and randomized control were conducted in collaboration with six elementary schools. The following symposium topics involve lessons learned around the implementation, the balance of stakeholder interests and outcomes, and key issues and takeaways for improving cultural readiness.

**SYM 06. Nurturing School-Research-Community Partnerships for Effective School Mental Health Programs**
Kristen Guetschow, PhD, Emily Priestaf, MA, Tracey Scherr, PhD, Nelsie Stern, MS, Andy Garbasz, PhD, Katie Eklund, PhD
Chair: Kristen Guetschow, PhD
Discussant: Katie Eklund, PhD

**Track:** Education-Mental Health Integration & Collaboration
This symposium highlights building and sustaining effective partnerships across schools, community agencies, and universities. Join us to learn how to create and sustain multi-tiered partnerships, and share project outcomes including universal screening, trauma-informed care, Tier 2 mental health services, family-school-community partnerships, and school-based health centers. Themes include creating shared values, norms, and practices, centering equity and the promotion of anti-racist practices.
SYM 07. Preventative Interventions: Scaling Up School-Based Interventions for Universal Settings
Presenter(s): Meredith Franco, MEd, Catherine Bradshaw, PhD, Lora Henderson Smith, PhD, Julie Owens, PhD
Chair: Meredith Franco, MEd
Discussant: Julie Owens, PhD

Track: Implementation Science and Practice
Our symposium features examples of scaling up school-based interventions to promote wellbeing for underserved students, including rural, urban, and racially minoritized populations. We will present three distinct approaches: scaling up from Tier 2 to a multi-tiered Tier 1+2 implementation design; scaling up from Tier 2 to “Tier 1.5” using mental health clinicians as classroom interventionists; and scaling up a Tier 1 teacher PD program to an online platform.

SYM 08. Research-based Early Intervention for Young Children with Challenging Behaviors: Maintenance, Cost and Dissemination
Presenter(s): Edward Feil, PHD, Jason Small, MPP, Jon Lee, PhD, Steven Evans, PhD
Chair: Edward Feil, PhD
Discussant: Steven Evans, PhD

Track: Prevention and Early Intervention (Tier 2)
Disruptive behavior disorders are one of the most prevalent disorders in young children and can result in persistent impairment. There is a dearth of comprehensive evaluations of preventative interventions. The purpose of this presentation is to share finding from a comprehensive study of the follow-up effects, cost and new online training for the First Step Next intervention, an evidence-based, Tier 2 intervention for young students exhibiting disruptive behavior in educational settings.

SYM 09. SHAPE Up New York: Advancing and Spotlighting High-Quality School Mental Health Practices Across New York State
Melissa Heatly, PhD, Angela Keller, MS, Amanda Jones, MS, Tia Rodriguez, MS, Jill Coleman, MS
Chair: Melissa Heatly, PhD
Discussant: Melissa Heatly, PhD

Track: Education-Mental Health Integration & Collaboration
This session will identify how SHAPE Up New York has enhanced the quality of Comprehensive School Mental Health Systems (CSMHS) across NYS, as well as districts’ ability to systematically collaborate with our community behavioral health partners. Presenters will share the tools and processes used to support these practices, as well as ways in which this innovative state-wide learning collaborative helped address specific barriers to collaboration that were previously difficult to overcome.
SYM 10. Substance use trends in youth: how schools can provide strategies and potential solutions.

Presenter(s): Kristie Ladegard, MD, Kathy Sproule, Certified Family Nurse Practitioner, Vicky Virnich, Principal Licensure and Master of Art, Wentz Amanda, LCSW
Chair: Kristie Ladegard, MD
Discussant: Vicky Virnich, Principal Licensure and Master of Art

Track: Implementation Science and Practice
Addressing the critical public health issue of adolescent substance use, this session highlights Denver School-Based Health Centers’ partnership with Denver Public Schools in delivering evidence-based support systems for care. Speakers discuss onsite screening processes, intervention strategies, and tiered implementation of substance use treatment. The presentation will demonstrate how such strategies can be adapted in other schools to improve student health and educational outcomes.

SYM 11. The Current State of Cultural Responsiveness: Teacher, Student, and Parent Perspectives
Aijah Goodwin, PhD, Jerica Knox, PhD, Tamara Lawson, PhD

Track: Cultural Responsiveness & Equity
Cultural responsive practices in schools has gained substantial attention in the past decade with educators and researchers pushing forward to meet the needs of racially and linguistically minoritized students and their families. However, minimal research exists to comprehensively describe the current state of cultural responsiveness. The aim of this symposium is to shed light on the current state from three perspectives—teachers, students, and parents.

SYM 12. The Mental Health Technology Transfer Center (MHTTC) Network: Addressing School Violence and Mental Health
Jessica Gonzalez, MSW, Kelcey Schmitz, MSEd, Erika Franta, PhD, David Brown, BA, Sarah Parker McMinn, LCSW, Kira Mauseth, PhD

Track: Prevention and Early Intervention (Tier 2)
Program Description A major concern in school communities across the country is school violence. Through an environmental scan and gap analysis, the MHTTC Network compiled existing training and resources on school violence and mental health and identified gaps that exist in addressing school violence. This symposium will provide an overview of the results, and highlight training and technical assistance (TA) that the MHTTC Network is leading on addressing school violence and school mental health.

12:45p-1:15p Lunch

Conference Session 7 | 1:15p-2:15p
**CS 7.01.** Doing the Work: Becoming the Champion Youth Need for the Healthy Outcomes they Deserve

Ashley Hill, MA Education and Human Development, Lauren Cikara, MSEd

**Track:** School Climate and Universal Mental Health Promotion (Tier 1)

Youth Champions, those dedicated to creating healthy social, emotional, and academic growth for youth, deeply impact positive youth outcomes including mental health. The value of the role demands supportive learning spaces dedicated to their personal and professional development including content focused on their mental health. Active Minds is dedicated to both facilitating these spaces and also offering community leaders training and support to lead these powerful conversations.

**CS 7.02.** Enhancing Mental Health Education in Schools: Strategies for suicide prevention through Depression Education

Shantal Saldaña, MAIOP

**Track:** School Climate and Universal Mental Health Promotion (Tier 1)

Depression is a common, yet serious mood disorder, and a major risk factor for youth suicide. This presentation will guide attendees through free, tier-1 mental health resources including classroom education, teen empowerment, family engagement and staff development to promote early identification, prevention and reduce stigma. Participants will discuss strategies to improve their school’s tier-1 interventions and promote a stronger whole-school inclusive approach around mental health.

**CS 7.03.** Strengthening Family Engagement: The Whole School, Whole Child, Whole Community Method to Promote Youth Mental Health

Kathleen Jacobson, MPH, Jennifer Bradley, BS Business Administration

**Track:** Youth and Family Partnerships

This presentation examines the critical role of family engagement in promoting positive youth mental health outcomes in schools. Building on the Whole School, Whole Child, Whole Community (WSCC) model, we explore strategies for strengthening family-school partnerships to foster a safe, supportive and inclusive school environment that promotes the mental health and well-being of all students.
**CS 7.04.** Partnerships to expand access to evidence-based mental health prevention strategies in West Virginia schools.

Traci Jarrett, PhD, Jennifer Ludrosky, PhD, Amy Kniceley, MA

**Track:** Education-Mental Health Integration & Collaboration

The West Virginia Prevention Research Center and the West Virginia University School of Medicine, Department of Behavioral Medicine partnered with key stakeholders from state and local education agencies to conduct research and evaluation for multiple school-based programs, translate findings, and strengthen capacity across disciplines (schools, researchers, and mental health practitioners/providers). Partnership and evaluation outcomes will be presented including lessons learned and next steps.

**CS 7.05.** Cross-Sectoral Collaborations to Promote Youth Mental Health and Wellbeing

Jacqueline Maloney, PhD, Alex Gist, MA, Mari del Casal, MPH, Hasina Samji, PhD, Michelle Cianfrone, MPH, n/a

**Track:** Education-Mental Health Integration & Collaboration

The Youth Development Instrument (YDI) is an annual population-level survey administered to high school students. The survey includes established measures validated with adolescent populations across five dimensions: social and emotional development; learning and engagement; social well-being; physical and mental health; and navigating the world. Researchers, educators, youth, and healthcare providers will share how they collaborate to mobilize YDI findings into action.

**CS 7.06.** Strategies for implementing school policies that promote student connectedness and improve student health outcomes.

Melani Tiongson, JD, Tyra Satchell, MPH, Alexis Etow, JD, Natalie Wilkins, PhD

**Track:** Advocacy and Policy

While there are many points of intervention to promote student health and well-being, this interactive session provides a deep dive into how school policies affect student connectedness, how student connectedness impacts overall health and health outcomes, and demystifies the policy process for educators and school professionals who are interested in equitable school policies.

**CS 7.07.** System Builders: Cultivating School-Based Mental Health Leaders
This session will introduce the School Mental Health Leadership Institute, a multi-agency, statewide effort to cultivate leaders who are prepared to drive change within their school or district, leading to long-term positive impacts on student wellbeing. The Institute helps district- and school-based staff grow their capacity to act as both clinical mental health leaders and change agents for building a comprehensive school mental health system.

CS 7.08. Reimagining Graduate Training to Promote EBP Use by School-Based Providers: A Pilot Evaluation and Future Directions
Siena Tugendrajch, PhD, Natalie Rodriguez-Quintana, PhD MPH

The TRAILS (Transforming Research into Action to Improve the Lives of Students) implementation program has established a statewide and national training model for mental health (MH) professionals across all tiers of MH support (trailstowellness.org). This presentation will highlight a recent mixed methods pilot investigation examining the feasibility, facilitators and barriers associated with providing extensive TRAILS evidence-based practice (EBP) training within the graduate training setting.

CS 7.09. School Mental Health and the Opioid Crisis: Supporting Children, Caregivers, and Communities
Steven Harrod, PhD, Sayward Harrison, PhD, Sam McQuillin, PhD, Mark Weist, PhD

The opioid epidemic is creating unprecedented challenges for children and families across the US. School mental health professionals are well-positioned to engage in prevention and treatment, yet often feel unprepared for this role. We will review the current state of the epidemic, discuss prevention and treatment of opioid misuse and Opioid Use Disorder, and equip school mental health professionals with knowledge and basic skills to take part in the community response to the opioid crisis.

CS 7.10. Building Mental Health Infrastructure: A Colorado Case Study and Discussion on Leveraging Project AWARE Funding
Morgan Seiler, MEd EdS, Amy Plog, PhD, Kyle Pacque, MA, Leah Jones, MSW, Bree Duran, MSW, Meredith Henry, MSW LCSW
Track: Implementation Science and Practice

Join us for an insightful presentation on Colorado’s use of Project AWARE funding to build and expand state and district-level mental health infrastructure. Review evidence supporting the critical nature of this work, discover concrete examples of comprehensive school mental health systems, and learn how Project AWARE funding can be used in support of these systems. Don’t miss this opportunity to be inspired and guide your state in addressing growing mental health concerns among young people.

CS 7.11. Beyond screening and referral: Integrating a universal mental prevention program into the multi-tiered systems of support

Evan Elkin, MA, Carolyn McCarty, PhD, Margaret Soukup, MA

Track: Implementation Science and Practice

This presentation describes a powerful universal school-based mental health screening and referral program designed to map onto and increase the effectiveness of a school’s Multi-tiered System of Supports (MTSS). Presenters will describe practice strategies, implementation considerations and outcomes across all three tiers from a five-year program implementation in 60 middle and high schools, with emphasis on the impact the program has on key Tier 1 elements like school connection and equity.

CS 7.12. Harnessing the Power of ESSA to Support Occupational Therapy’s Role in School Mental Health

Miranda Virone, OTD, Sarah Greene, OTD

Track: School Climate and Universal Mental Health Promotion (Tier 1)

The Every Student Succeeds Act (ESSA) of 2015 identifies occupational therapy practitioners (OTPs) as Specialized Instructional Support Personnel (SISP). SISP are professionals who provide prevention and intervention services to support academic achievement for all by promoting positive mental health and well being. With an occupation-based lens focused on participation, prevention, and inclusion, OTPs can advocate and promote their role using the Participatory Occupational Justice Framework

2:15p-2:30p Break
**Conference Session 8 | 2:30p-3:30p**

**CS 8.01. Feel Your Best Self: Bring Emotional Well-Being into a Kid's World**

Emily Iovino, PhD, Sandra Chafouleas, PhD, Emily Wicks, MA

**Track:** School Climate and Universal Mental Health Promotion (Tier 1)

This session shares the development and implementation of Feel Your Best Self (FYBS), a new FREE toolkit that offers 12 simple, evidence-informed emotion-focused coping strategies to help strengthen emotional well-being for elementary-aged children. FYBS incorporates puppetry and allows for flexible implementation in English and Spanish. Participants will learn about the toolkit and how to use it, and they will make plans for when, where, and how to use it in their setting.

**CS 8.02. TBD**

**CS 8.03. Asking IS Caring: Empowering Families to Promote School Mental Health and Suicide Prevention**

Jennifer Stuber, PhD, Taylor Ryan, MS

**Track:** Youth and Family Partnerships

Asking IS Caring is a family-to-family, youth mental health promotion and suicide prevention, Tier 1 strategy, delivered in collaboration with school districts. AIC offers a robust curriculum and a T4T implementation/dissemination strategy. Preliminary AIC evaluation data based on responses from over 200 participants, supports that families are being empowered to identify and support youth who are at risk for suicide and, to take concrete actions to store medications and firearms safely.

**CS 8.04. Building Capacity in Schools to Enhance Individual, Interpersonal, and Organizational Wellness for Educators.**

Elizabeth Demeusy, PhD, Anna Jesseman, LICSW, Michelle Sobon, PsyD, Justina Hanna, PsyD, Denisha Carter, PsyD, Megan McCormick, PhD

**Track:** Education-Mental Health Integration & Collaboration

High levels of educator burnout and turnover are impacting the wellbeing of educators and students. This presentation shares data from an initiative aimed at building capacity of schools to develop and strategically implement educator wellness programs that
assess the root causes of educator stress and address those causes through a tiered intervention approach. We will share data on root causes identified, as well as the successes, challenges, and lessons learned from this initiative.

**CS 8.05. Elevating Youth Voice: Best Practices in Engaging Youth Leaders to Advance Emotional Well-Being in Schools**

Tiffany Beason, PhD, Kathryn Trainor, PhD, Jill Bohnenkamp, PhD

**Track:** Youth and Family Partnerships

Youth voice is a critical component of advancing health equity and emotional well-being in schools. This session will discuss how school districts can effectively engage youth as co-leaders in planning and building comprehensive school mental health systems, including social and emotional learning supports, to promote emotional well-being in schools. State and local leaders and youth leaders will share best practices for engaging youth voice to advance emotional well-being.

**CS 8.06. MTSS Implementation in a Rural Setting during a Global Pandemic: An Appalachian Case Study**

Laurie Baker, EdD Educational Administration and Policy Studies, Ivy Mack, MS Counseling Studies, Fredrica Nash, EdD Curriculum and Instruction

**Track:** Implementation Science and Practice

Expanding MTSS processes during a global pandemic requires adaptability, empathy, and engagement. Through a case study, learn how a rural school district set out to improve their MTSS processes in their unique setting, explore a conceptual framework for school-based implementation and capacity building, and walk away with practical implementation tools such as storyboards, a RACI chart, and tuning protocols that establish vision, facilitate change, and focus continuous improvement efforts.

**CS 8.07. Equitable Outcomes in Children's Trauma-Focused Group Interventions: The Role of Flexible Consultation & Thoughtful Expansion**

Alice Kraiza, MPH, Heather Solak, MA

**Track:** Implementation Science and Practice

The Child Health and Development Institute (CHDI) is the Coordinating Center for Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Bounce Back (BB), the younger child adaptation, in Connecticut. The program has grown due to the flexible implementation support model developed, and CHDI considering equity in terms of
access to services when choosing to expand. CBITS and BB are school-based trauma-focused groups run by counselors, social workers, or psychologists.

**CS 8.08.** Replication study of BEST in CLASS: Coaches' perspectives on implementing an evidence-based practice in typical settings.

Carl Sumi, PhD, Daniel Cohen, PhD, Alexandra Montesion, BS, Michelle Woodbridge, PhD, Maureen Conroy, PhD, Kevin Sutherland, PhD

**Track:** Implementation Science and Practice

BEST in CLASS is a tier 2 intervention to prevent and reduce challenging behaviors and promote appropriate behaviors in preschoolers. Through coaching, early childhood teachers are empowered to deliver evidence-based practices with children at risk for social-emotional and behavioral delays. In this presentation, we will share coaches' perspectives about the successes and challenges they experienced implementing BEST in CLASS under real-word conditions in Head Start classrooms.

**CS 8.09.** Breaking out of the gravitational pull of business as usual: An honest reflection of Tier 2 implementation & sustainability

Megan Osborne, MPP, Jill Patnode, MSW, Bill Cheney, ME, Chris Allen, MA, Natalie Gustafson, MS, Eleven Vexler, MSW

**Track:** Prevention and Early Intervention (Tier 2)

The focus of this presentation is to share the honest experience of one district's four-year journey of implementing and sustaining district-wide use of universal screening, MTSS teaming, data-based decision-making, and Tier 2 school-based behavioral health supports and interventions, all while overcoming the “gravitational pull” of the school system that easily wants to revert to “business as usual”.

**CS 8.10.** From Dreams to Teams: How to Build a Strong Support System With Transition-Age Youth

JoAnne Malloy, PhD MSW, Kathryn Francoeur, MEd, Nicole Quinn, BA

**Track:** Mental Health Intervention and Treatment (Tier 3)

Transition-age youth with emotional and behavioral challenges are often difficult to engage in mental health treatment and other traditional interventions. This presentation will describe how a youth-driven, team-based process called RENEW engages youth by building or rebuilding the social networks that can support them. The presentation will also highlight a sustained partnership between a high school, community mental health agency, and a university.
CS 8.11. Understanding and responding to wellbeing inequalities among LGBTQ+ adolescents: Insights from the #BeeWell project

Neil Humphrey, PhD

Track: Cultural Responsiveness & Equity

This presentation focuses on the causes, consequences and commitments of wellbeing inequalities experienced by adolescents who identify as LGBTQ+. Drawing on the findings of 3 studies undertaken as part of the #BeeWell project in Greater Manchester, England, we will explore the implications for policy, prevention and early intervention efforts, including the need for improved monitoring and assessment, combined with services that can better identify and meet the wellbeing needs of LGBTQ+ youth.

3:30p-3:45p Break

Conference Session 9 | 3:45p-4:45p


Brooke Chehoski, MSW, Tucker Chandler, MSW, Kristen Figas, EdS

Track: School Climate and Universal Mental Health Promotion (Tier 1)

This presentation shares findings from a qualitative research study examining the impact of implementing a universal mental health literacy curriculum (i.e., The Guide) on teachers' relationships with students and other educators. Small group discussions will help participants consider introducing the curriculum at their schools. Participants will also learn about an innovative approach to strengthening implementation of a new curriculum in diverse settings.

CS 9.02. Health education to promote resilience and mental well-being: Using CDC’s Health Education Curriculum Analysis Tool (HECAT)

Jorge Verlenden, PhD, Leigh Szucs, PhD

Track: School Climate and Universal Mental Health Promotion (Tier 1)

During this workshop, participants will use CDC's Health Education Assessment Tool (HECAT) to analyze mental health education curricula including learning objectives,
curriculum design, culturally responsive and inclusive characteristics, and instructional strategies. Participants will use HECAT to practice scope and sequence development for K-12 mental health education that is customized to meet community needs and aligned with state or district requirements.

**CS 9.03.** Healing the Village: A Qualitative Study on Black Fathers' Experiences with Youth Violence Prevention in Baton Rouge

Shawndaya Thrasher, PhD, Sherella Cupid, PhD, Miya Tate, BS, Portia Henderson, LCSW, Joseph Facchini, BS

**Track:** Youth and Family Partnerships

Recently, Black fathers have responded to the urgent call and demand to prevent youth violence while supporting their mental health in Louisiana. Given the current climate of youth violence in Baton Rouge and the role of fathers in curtailing this violence, this qualitative study, titled SUPPORT, seeks to fill the gap in research by centering the experiences and needs of Black fathers. SUPPORT engaged Black fathers within Baton Rouge as key actors in addressing and preventing youth violence.

**CS 9.04.** Expanding Comprehensive School Mental Health: A Collaborative Effort in Connecticut

Rosie Breindel, MA, Rebekah Behan, BA, Matthew Madruga, MA, Mackenzie Wink, PhD

**Track:** Education-Mental Health Integration & Collaboration

This session describes a comprehensive school mental health (CSMH) system in one Connecticut school district. By using SHAPE results and a CSMH framework, we will provide guidance to develop a customized implementation plan that promotes social-emotional well-being in the school community; strengthens collaboration with community providers; develops a communication plan; establishes a data collection process; and trains school staff to identify behavioral health concerns and trauma.

**CS 9.05.** Utilizing Communities of Practice in Developing Trauma Responsive K-12 Schools

Crissy Mombela, MEd, Caryn Curry, MA

**Track:** Education-Mental Health Integration & Collaboration

Lurie Children’s Hospital of Chicago Center for Childhood Resilience and the Partnership for Resilience will present on its three-year partnership to develop Communities of Practice (CoP) that focus on trauma-responsive schools through the Resilience Education to Advance Community Healing (REACH) Initiative. The presentation will outline ways
CoPs can support school communities to become trauma-responsive, healing-centered spaces.

**CS 9.06. Putting the Pieces Together: The Georgia Apex Program and the Power of Collaboration**


**Track:** Education-Mental Health Integration & Collaboration

The GA Apex Program is a SBMH program that leverages strong community partnerships between school districts and behavioral health providers to deliver tiered, SBMH services in over 700 GA schools. The collaborative partnerships between school staff and embedded therapists increase the potential for more efficient SBMH implementation. This model also emphasizes multi-sector collaboration, including state, county, and local level stakeholders as critical elements of sustainable SBMH programming.

**CS 9.07. Building Trauma- and Grief-Informed Schools in the Aftermath of the Robb Elementary School Shooting**

Julie Kaplow, PhD, Beth Cooney, LCSW, Maria Hu, LCSW, Nichole Henderson, ME, LPC, Tracy Reinen, MEd, Marisa Nowitz, LCSW

**Track:** Prevention and Early Intervention (Tier 2)

The tragic Robb Elementary school shooting took the lives of 19 students and 2 teachers. The earlier we can identify and treat youth who are struggling with posttraumatic stress and debilitating grief reactions, the more likely they are to remain on a healthy developmental trajectory. This presentation will describe the district-wide behavioral health response, with a focus on trauma- and grief-informed, culturally responsive, evidence-based practices for students exposed to mass shootings.

**CS 9.08. Implementation strategies to promote brief accessible school-based mental health**

Kelly Whitaker, PhD, Jodie Buntain-Ricklefs, MSW MPH, Freda LIU, PhD, megan frye, PhD EDs, Kristy Ludwig, PhD, Maddie Freeman, BA

**Track:** Implementation Science and Practice

Attendees will learn about the iterative development of an equitable school-based mental health model of care that addresses the need for increased access to MH
supports using student-centered, stepped-care, evidence-informed approaches across K-12 settings. We will share the outcomes of a pilot study conducted in existing agency-run school-based health centers in a large urban district. The content of the model and recommendations for future directions will be discussed.

**CS 9.09. Data Based Decision Making within Interventions for Elementary School Students with Emotional and Behavior Challenges**

Julie Owens, PhD, Dillon Cara, PhD, Steven Evans, PhD

**Track:** Prevention and Early Intervention (Tier 2)

The goal of the presentation is to enhance educator capacity as it relates to data based decision making (DBDM) for behavioral supports for elementary school students with social, emotional, and behavioral challenges. We will: (1) briefly summarize the literature on DBDM to provide context for the presentation and (2) engage audience members in interactive activities and case-based learning to facilitate practice with DBDM skills and strategies they can take back to their schools.

**CS 9.10. Beyond the Threat Assessment: Don't Drop the Ball on Student Well-Being**

Alex Javna, LCSW, Martha Montgomery, EdS, Sarah Bazemore, MEd

**Track:** Mental Health Intervention and Treatment (Tier 3)

When schools conduct threat assessments, teams convene to discuss the threat and determine the immediate actions needed to ensure safety. What happens after the assessment? How can we address the root cause behind the threat? Schools can’t respond with disciplinary action alone; they must also address the student’s mental health needs. This presentation will offer schools best practices on designing a plan after a threat that offers on-going support, reducing the risk of future violence.

**CS 9.11. Building and Sustaining Systems-wide Family-School Partnerships to Promote Child Mental Health**

Andy Garbacz, PhD

**Track:** Youth and Family Partnerships

This session will describe systems and practices to promote family-school partnerships within a comprehensive school mental health framework. The emphasis will be on Tier 1 systems to enhance partnership-centered practices. Implementation science will be used to support alignment and integration.
IT 01. Leading school communities in the aftermath: school crisis recovery & renewal
Presenter(s): Leora Wolf-Prusan, EdD, Oriana Ides, MA LPCC PPS, , , , , , , ,
Presentation Type: Intensive Training (180 minutes)
Track: Education-Mental Health Integration & Collaboration
Program Description As we continue to navigate uncertainty and heal from crises, the impacts of these challenges will continue to be felt by students and staff. This workshop provides school staff an awareness of stress, trauma, and grief, their impact on students, teachers and schools, as well as ways to effectively address them through the lens of recovery and renewal. Whether you work in, with or alongside school contexts, join us to strengthen your school mental health leadership through and beyond crises.

IT 02. Preparing State Agencies to Support Comprehensive Mental Health Services-The Michigan Journey
Presenter(s): Amy Colton, PhD, Scott Hutchins, MA, Sarah Meholick, MA, , , , , ,
Track: Advocacy and Policy
The Michigan Department of Education, Region 8 Comprehensive Center, and a workgroup with expertise in student mental health collaborated to develop responsive state-level supports and policy for districts implementing comprehensive school-based mental health systems that ensure high-quality mental healthcare for all students. The findings from a feasibility study conducted by Region 8 CC revealed district needs and guided workgroup development of contextually responsive resources and policies.

IT 03. Preventing Firearm Suicides in Youth: Counseling on Access to Lethal Means (CALM) for School-Based Service Providers
Presenter(s): JP Jameson, PhD, Kurt Michael, PhD,
Track: Mental Health Intervention and Treatment (Tier 3)

This session will teach participants how utilize means safety interventions in school settings to reduce adolescent suicides. The workshop will present a rationale for reducing access to lethal means of suicide, information on various options for reducing access to firearms and medication, and coaching on how to collaborate with students and families to reduce access during periods of heightened risk. The training will be highly interactive with an emphasis on group discussion and practice.

IT 04. Project ECHO in Education: A Tool for Building Capacity and Advancing Equity in School Mental Health
Presenter(s): Melissa Heatly, PhD, Andy Cohen, PhD, Allison Stiles, PhD, Cari Glantz, BS, Canyon Hardesty, MS
Track: Education-Mental Health Integration & Collaboration
Project ECHO is a telementoring program utilizing didactic and case-based presentations, fostering an “all learn, all teach” approach. This workshop will cover the development and logistics required to establish and execute an ECHO series designed for implementation in educational settings. The workshop will first provide exemplars of three unique ECHO in Education series, followed by small groups to help participants to develop a plan for successful implementation of their own ECHO series.

IT 05. School Tools: Everyday Anti-Racist Actions Everyone Can Use
Presenter(s): Monica Fitzgerald, PhD, Martha Merchant, PsyD, Jessica Gorrono, MSW, Rani Marcos, MA, Essie Hengeveld, MEd
Track: Cultural Responsiveness & Equity
This interactive, experiential workshop focused on educators will provide practices from two whole school trauma-informed prevention programs, Healthy Environments and Response to Trauma in Schools (HEARTS) and Resilience in Schools and Educators (RISE), and the National Child Traumatic Stress Network’s (NCTSN) Principles of an Anti-Racist Trauma Informed Organization focused on disrupting racism, microaggressions and bias.

IT 06. Trauma in the dark: strategies to overcome barriers of trauma disclosure for elementary school age youth and their families
Presenter(s): Tiffany Beason, PhD, Kathleen Connors, MSW LCSW, Gloria Reeves, MD, Rachel Edoho-Eket, EdD
Track: Prevention and Early Intervention (Tier 2)
Program Description The overarching goal of this training is increase help-seeking by elementary school age youth and families after an adverse childhood event has occurred. Participants will learn about the types of adverse childhood events that young children experience, common barriers to disclosure, and population health and mental health literacy strategies to enhance help seeking. Participants will develop a draft plan of action items to implement in their unique school community.
Continuing Education Credit Offered To Be Updated

Counselors: For counselors seeking CE credit, The Institute for Continuing Education will submit a co-sponsorship application to NBCC for this program. Not all sessions may be approved for counseling CE credit. The CE materials received at the time of check-in at the CE desk will indicate any non-approved sessions.

Health Educators: The National Center for School Mental Health / University of Maryland School of Medicine is seeking approval from the National Commission for Health Education Credentialing, Inc. for this program.

Marriage-Family Therapists: The Florida Dept. Health, Division of Counseling, Social Work, MFT, as a provider of continuing education, Provider BAP 255, expiration 03/2019, recognize the Institute for Continuing Education.

California: The Institute for Continuing Education, Provider 56590, is approved by the California Association of Marriage and Family Therapists to sponsor continuing education for LMFTs, LCSWs, LPCCs. The Institute for Continuing Education maintains responsibility for this program and its content. This Course meets the qualifications for up to 17.00 hours of continuing education credit for LMFTs, LCSWs, LPCC, as required by the California Board of Behavioral Sciences.

New York: The Institute for Continuing Education is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for Licensed Marriage and Family Therapists. Provider MFT-0012.

Ohio: Provider RTX 100501.

Texas: The Texas State Board of Examiners of Marriage and Family Therapy, Provider 177 recognize the Institute for Continuing Education as a provider of continuing education.

Nurses: The Institute for Continuing Education is an approved provider of continuing education in nursing by the California Board of Nursing, Provider CEP 12646. Nurses should check with their state board to determine if credit issued through an approved of the California/Alabama Board of Nursing is accepted.

Occupational Therapists: The NCSMH / University of Maryland School of Medicine is seeking approval from the AOTA for a Single Course Conference CEUs.

Physicians: The National Center for School Mental Health / University of Maryland School of Medicine is seeking Continuing Medical Education (CME) hours approval from the University of Maryland School of Medicine.

Psychologists: The Institute for Continuing Education is approved by the American Psychological Association (APA) to sponsor continuing education for psychologists. The Institute for Continuing Education maintains responsibility for this program and its content. Not all sessions may be approved for psychology credit. The CE materials received at the time of check-in at the CE desk will indicate any non-approved sessions.

Social Workers: The Association of Social Work Boards (ASWB), www.aswb.org, through the Approved Continuing Education (ACE) program, approves the Institute for Continuing Education, provider #1007, as a provider for social work continuing education. The Institute for Continuing Education maintains responsibility for the program. ASWB Approval Period: 4-13-2018 through 4-13-2021. Social workers should contact their regulatory board to determine course approval. Social workers participating in this program may receive up to 17.00 clinical continuing education contact hours. Not all sessions may be approved for social work credit. The CE materials received at the time of check-in at the CE desk will indicate any non-approved sessions.
New Jersey: CE credit is not offered for New Jersey social workers.

New York: The New York State Education Department’s State Board recognizes the Institute for Continuing Education for Social Work as an approved provider of continuing education for licensed social workers. Provider No. SW-0025.

Ohio: Counseling and Social Work Board, Provider RCS 030001.


Skill Level: Due to the interdisciplinary nature of this Conference, sessions have not been rated for skill level (beginning, intermediate, advanced). Participants are urged to review session description for appropriateness for professional and personal development.

Instruction Methodology: May include lecture, audio-visual, demonstration, experiential practice of techniques, large and small group discussion.

Non-Credit Activities: Credit is not offered for breakfast, luncheon, dinner, social events, poster sessions, networking sessions, tour activities. If you have questions, contact The Institute for Continuing Education, instconted@aol.com.

Ethics Hours / Academic Credit: The Conference offers no “academic” credit and CE hours awarded are not eligible toward fulfillment of a degree. No “ethics” hours are offered.

ADA: For accommodations based on disability, please contact: Shuntley@som.umaryland.edu.

TOTAL CE HOURS SUMMARY